

## Research Expectations for DREAMERS and undocumented minors

### Research Requirements (everybody):

- ✓ Each team should consult at least 15 sources for this project. At least two must be books.
- ✓ The library will be preparing a book cart for us and a library guide (with suggested online resources). If you would like to start your research before our first trip to the library (2/26) I recommend starting with CQ Researcher and
- ✓ You must avoid cutting and pasting information directly from any website. This is plagiarism. Paraphrase in your own words the information you want to share or use quotes. (Although quotes should be super special – don't quote everything). **There are two places where you need to be mindful to not plagiarize: on your slides and in what you say out loud.**
- ✓ We will have some in-class work days dedicated to researching your project. **However, you will be expected to do research outside of class as well. You should communicate with your partner(s) about research responsibilities.**
- ✓ Each group will need to submit a team annotated bibliography in MLA format. Tip: it is easiest if you do this as you go along vs. at the end. The bibliography should be in alphabetical order. After each entry write 2-5 sentences about the source (this is the "annotation" part; annotation means a note of explanation).  
Your annotation should focus on:
  - *How did you use this source? What information did you glean from it?*
  - *Why did you decide the information in the source is reliable?*

### **Research Expectations for DREAMERS and undocumented minors**

Note: While an undocumented minor may become a DREAMER and some DREAMERS were possibly undocumented minors many people only identify with one group. For our purposes, please research these two groups separately. The policy debate also has distinct arguments for each group.

- Define these terms. Who are DREAMERS and undocumented minors?
- What are some reasons why these young people have come to the United States (push/pull reasons)?
- How did they get to the United States? Did many of them share a similar journey and, if so, what was it?
- Where in the United States did they go? Why?
- How many "DREAMERS" and undocumented minors live in the United States today? How has that number changed over time?
- Who has helped this group (or advocated for this group) to come to stay in the United States? What are their reasons?
- Who has been more critical of allowing these groups to stay in the United States? What are their reasons?
- What challenges have these groups faced after coming to the U.S.?
- What opportunities have these groups faced since coming to the U.S.?
- How has U.S. policy impacted DREAMERS and undocumented minors (positively or negatively)?
- There are DACA students attending the University of Illinois. What is the university's current position about DACA? What resources does the university have for DREAMERS? If you can find it, what percentage of students attending the university have DACA status?

- There are some undocumented minors in Champaign County. Research what you can and share with your classmates what you learn. What (if any) community resources do we have for these young people.
- Learn about one DREAMER and one undocumented minor. Choose people whose stories you found interesting. What is their story? Why do they want to stay in the United States?
- Please share additional research with us that you find of interest along the way!

### **Presentation Guidelines (8 minutes)**

As a team, decide how to organize the information you learn. Think about “the story” you want to tell and what the best way is to convey this story. Your presentation should cover at minimum your research related to the questions above in #1. The following are also required for your live “exhibit.”

	A map of the origin country/region and a current map of the United States which shows where these groups (DREAMERS and undocumented minors) live today in the U.S.
	Create a timeline of significant milestones in the history of these groups and the United States. This may include: noteworthy events in the origin country/region that led to migration, U.S. policy towards this group (or policy which indirectly affected this group), significant events for this group after arriving in the United States (positive and negative). However, beware of wordy slides. Focus on showing key words on the slides (and filling in the gaps with your words).
	15 – 20 photos (total) of DREAMERS and undocumented minors in the United States. These photos should help “tell the story” you want to share with your classmates about the answers to your research questions. These should be ACTUAL PHOTOS (not graphics or stock photos).
	Photos of the two young people you researched and anything else that helps you tell their story.
	Any other “artifacts” you want to include that help “tell the story” of your research.
	Bringing your A Game to presentation day. Be prepared, project your voice, make eye contact, and try to relax.

<b>Topic</b>	<b>Choices Background Reading (starting point)</b>
DREAMERS and unaccompanied minors	40 – 42